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OF THE
UNIVERSITY OF ILLINOIS

SIXTH SERIES.

NUMBER ONE.

BULLETIN OF
MEMORIAL UNIVERSITY
MASON CITY, IOWA.



SEPTEMBER, 1907.

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UNIVERSITY OF
MICHIGAN
LIBRARY

CALENDAR.

1907-08.

Registration Day	Tuesday, Sept. 10
First Term begins	Wednesday, Sept. 11.
First Term ends	Friday, Nov. 8.
Second Term begins	Monday, Nov. 11
Christmas Vacation	Dec. 20 to Jan. 2.
Second Term ends	Friday, Jan. 31.
Third Term begins	Monday, Feb. 3.
Lincoln Day	Wednesday, Feb. 12.
Third Term ends	Friday, April 3.
Fourth Term begins ..	Tuesday, April 14
Baccalaureate Sermon	Sunday, June 7.
Commencement	Thursday, June 11.
Summer Session begins	Tuesday, June 16.
Summer Session ends	Friday, July 17.

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MEMORIAL UNIVERSITY.

MEMORIAL UNIVERSITY was founded by the Sons of Veterans at the National Encampment held in Syracuse, N. Y., September, 1900, and the College of Liberal Arts building was opened for students in September, 1902.

PURPOSE. Born of an intense patriotic sentiment, it is a practical and growing monument to the loyal men and women of the Civil war period. A monument which shall not alone keep green the memory of departed and departing heroes and heroines, but which shall become an institution for instruction in patriotism, from under whose portals shall march out into the active life of the country a womanhood and manhood which shall enrich with loftiest patriotism all the arteries of the nation's life. A monument, in size as big as the biggest, in policy as broad as our democracy, and in prophetic foresight, as magnificent as was ever foreseen by poet or seer.

It is a Monument, and, A National University of Patriotic Instruction.

AIM. To teach American History, as it has been "Writ large" by American statesmen and warriors from Plymouth Rock to Appomattox. As Old Testament history and prophesy culminate in the coming of Messiah, and merge into the New Messianic Dispensation; so, the history of governments leads steadily onward until it merges into "government of the people, by the people, for the people," as embodied in the Declaration of Independence and the Federal Constitution. Therefore, to the future citizens of the United States, American History should be the central sun, and not a mere planet in the firmament of history. The average college graduate is learned in the lore and history of Ancient Greece and Rome, and familiar with the characters of mythology, while lamentably ignorant of American history and unfamiliar with American statesmen and heroes. Not less perhaps, of ancient lore, certainly more thorough knowledge of American History is the high aim of Memorial.

Another feature and aim of the educational system of Memorial is the department of Applied Patriotism, where through the agency of lectures delivered by men of national reputation, and in other ways, it is intended to instruct the students as to their responsibility to the state and nation. At stated periods lecturers are secured to address the students on patriotic, historical and national topics.

The aim is to create in the students a lofty and thoughtful patriotism. The education in American History, and that in Applied Patriotism, accentuated by the military instruction, co-operate to create such a sentiment. A most inspiring feature is the Chapel exercises, where, at eleven o'clock each morning the college is in session, the students salute the flag, and pledge allegiance to the Republic. After the students are seated, the pianist strikes the chords of "The Star Spangled Banner," and the students rise and stand to attention. The color sergeant, a young lady, attended by two members of the College Battalion, march around the Chapel to the stirring strains of "The Star Spangled Banner." When they reach the platform, on which stand the faculty, the Sergeant and Guard face the students, and the colors are dipped. Then every hand is lifted in salute to the colors, and the following pledge is repeated in unison: "I pledge allegiance to my flag, and to the Republic for which it stands; one nation indivisible, with liberty and justice for all." The flag is then placed in its stand, the guard dismissed, and the students sing, with the spirit and with the understanding, "My Country, 'Tis of Thee!"

At the National Encampment of the G. A. R. of 1905, held in Denver, the Committee on National Patriotic Instruction embodied this statement in their report to the national body: "While the teaching of patriotism has been to this time confined largely to the public schools of the land, yet the Committee believe that every effort should be made to extend the work,—have it taken up by the advanced institutions of learning. No man, no institution, but can be made better and stronger by patriotism and love of country. To make and keep a country great and strong, education and patriotism must go hand in hand." The accomplishment of this lofty and unique ideal is the purpose of the Sons of Veterans in the work at Memorial University.

MASON CITY, the home of the University, was chosen, among other reasons, for its central location. It is in the heart of the great middle section of the country, and is accessible by four trunk lines of railway. It is developing into a manufacturing center and is rapidly increasing in population, yet with one exception, it is the largest city in America without saloons. It has every modern equipment, waterworks, gas and electricity, paved streets street cars, etc. Clear Lake, the finest pleasure resort in Iowa, is ten miles west, and may be reached hourly by electric railway. An ideal home for a school, Mason City seems a particularly suitable location for a school destined to have students from all parts of the country.

The campus comprises nearly forty acres situated on the southern limits of city. It has its own electric railway station two blocks from the main hall. The latter building is a massive three-story structure, 65x180 feet, built of Mason City limestone, and capable of accommodating nearly 500 students. It contains more than thirty large class rooms, in addition to the chapel, which is capable of seating more than four hundred people. The building has unexcelled light and ventilation, and is steam-heated from an outside plant, so that danger from fire is impossible.

DEPARTMENTS OF MEMORIAL UNIVERSITY.

- 1—THE COLLEGE.
- 2—THE ACADEMY.
- 3—SCHOOL OF MILITARY SCIENCE AND TACTICS.
- 4—THE NORMAL SCHOOL.
- 5—COMMERCIAL COLLEGE.
- 6—THE SCHOOL OF ORATORY.
- 7—THE DEPARTMENT OF MUSIC.
- 8—THE SUMMER SCHOOL.



THE COLLEGE.

Conspectus of College Courses.

Freshman Year. *

First Semester

Latin VII.
German VII.
Greek V.
French V.
Mathematics V.
U. S. History III.
Chemistry I.
Biology I.
Psychology I.
Philosophy I.
English VI.

Second Semester.

Latin VIII.
German VIII.
Greek VI.
French VI.
Mathematics VI.
U. S. History IV.
Chemistry II.
Biology II.
Psychology II.
English VIII.

Sophomore Year.

Latin IX.
German IX.
French VII.
Physics III.
Mathematics VII.
Chemistry III.
Biology III.
U. S. History V.
Astronomy I.

Latin X.
German X.
French VIII.
Physics IV.
Mathematics VIII.
Chemistry IV.
Biology IV.
U. S. History VI.
Geology I.

Junior Year.

U. S. History VII.
Political Economy I
Theory of Education I.
Chemistry V.
Chemical Physics I.
Biology V.
Logic I.

U. S. History VIII.
Political Economy II.
Theory of Education II.
Chemistry VI.
Chemical Physics II.
Biology VI.
Polemics I.

Senior Year.

U. S. History IX.
Sociology I.
Ethics I.
Geology II.
General History III.

U. S. History X.
Physiology II.
Sociology II.
Christian Evidences I.
Geology III.
General History IV.

* Military drill throughout this year, two hours per week.

UNITED STATES HISTORY.

It is the aim of the management to make this the central course of Memorial University. Therefore the subject is presented at a length not always found in undergraduate institutions. No school subject has been more persistently wronged than American History. Students are taught to give dates of battles and treaties and that is about all. The more important matters, such as the development of policies and the rise and growth of American institutions, have been slighted. The courses here offered are of a different nature. The students are to learn of our industrial, legislative and diplomatic battles. The philosophy of things is always considered. Present conditions are projected backward to their sources. Politics is made a vital part of the course, as it is, a vital part of our history. Biographical sketches are a prominent feature; and lives of the founders and moulders of Americanism constitute to an American the most important history we have. It is one thing to learn that an event happened; it is another thing to know who brought it about, why he did it, what sort of a man he was and how he grew. To learn our great men is the first step in patriotism; for patriotism is the love of men and not the love of land. We assert with confidence that no other college of similar grade offers a course in American history at all comparable to that offered in Memorial University.

III, IV. A general survey of American History.—Freshman, throughout the year. Lectures and quizzes. Four hours per week.

V. Origin of Representative Government.—Sophomore, first semester.—Straus. Recitations and quizzes. Four hours per week.

VI. Critical Period of American History.—Sophomore, second semester.—Fiske. Conducted as in V.

VII. The Rise and Fall of the Slave Power.—Junior, first semester. Lectures, based on the work of Henry Wilson.

VIII. History of Politics in the United States.—Junior, second semester. Lectures and quizzes. Four hours per week. The subject is treated philosophically, and the influence of the various parties on the destinies of the nation is the thread of discourse.

IX. The Revolution.—Senior, first semester.—Fiske. Recitations and quizzes. Four hours per week.

X. The development of Religious Liberty in the United States. Senior, second semester.—Straus. Recitations and quizzes. Four hours per week.

In addition to the course outlined above students are required to take notes of patriotic lectures delivered at intervals by prominent Americans. These addresses are of the highest grade and often contain information not to be found in texts. The authorities are now securing speakers for the coming year, and have already engaged the services of some men of national fame.

APPLIED PATRIOTISM.

The course in applied patriotism is peculiar to Memorial University, yet perfectly germane. It springs naturally from the sentiment that created the school. The great aim of those in authority is the development of Americanism,—the students are to be scholars for the sake of being citizens. They are to read history that they may absorb the spirit of those who made history. They are to study politics that they may discriminate between statesmen and demagogues. Dr. Gunsaulus says of Gladstone, that he was able to forecast the future because he knew the past:—not the events of the past, but rather the trend. In like manner students are to regard history as a guide, a warning, an inspiration.

The course is properly philosophical, and is so ranked. It is made up of subjects from those offered in history, ethics, politics, etc., together with a close study of the world of today. The position of our country today—her relations with other nations—present national policies and the possibilities before us; our men of today and their influence—the things they stand for—the great problems now demanding solution; these and kindred matters are to occupy the attention of the student. Under such a course he is expected to develop a citizenship impossible under ordinary routine of book study, and to go forth from the school with a full consciousness of individual responsibility and willingness to bear it.

The great danger of school life is abstraction. The fascination of books tends to take people out of today's world, make them thinkers when they should be thinkers to purpose. The aim of Memorial University is to send out students who have learned the meaning of duty and are ready to respond to the call. This is the meaning of the entire curriculum indeed, but in a pre-eminent degree it is the meaning of the course in Applied Patriotism.

THE ACADEMY.

The academy is maintained primarily to prepare students for the regular college courses. It offers therefore courses preparatory to the college courses in Arts and Science respectively, and in connection with the Schools of Music, Art and Oratory, it provides a superior and economical means of securing a thorough academic education. This must commend itself to all those who, for any reason, may not be able to pursue a full collegiate course, and yet desire to make the best possible preparation for life's work.

The academy is under the direct supervision of the dean, who, though a regular professor in the college, devotes much of his time to the interests of the academy students and aims to make the instruction thorough and inspiring. The academy is under the same general government and discipline as the college.

ACADEMY COURSES.

First Year.

First Semester.

Latin I.
German I.
English I.
Mathematics I.
Civics I.
Physiology I.

Second Semester.

Latin II.
German II.
English II.
Mathematics II.
Elem. Economics.
Physiography.

Second Year.

Latin III.
German III.
English III.
Greek I.
French I.
Physics I.
General History I.

Latin IV.
German IV.
English IV.
Greek II.
French II.
Physics II.
General History II.

Third Year.

Latin V.
German V.
English V.
Greek III.
French III.
Mathematics III.
U. S. History I.

Latin VI.
German VI.
English V.
Greek IV.
French IV.
Mathematics IV.
U. S. History II.

* Military drill two hours per week through the Academy.

MILITARY SCIENCE AND TACTICS.

Captain Wiley S. Rankin, I. N. G.

This department of the University will be maintained in accordance with state and federal laws. By the regulations of the University, all the able-bodied male students of the Freshman class, and of the Academy, Normal and Commercial departments are required to take military drill.

The work of the department embraces a course in drill regulations, a course of lectures on military subjects, and practical instruction in the school of the soldier, company, batallion, regiment, brigade, division and corps, target practice and signal drill.

A careful study of the schedule of tactics outlined under the four years course of this department will indicate the thoroughness of the work attempted and the degree of military efficiency which may be obtained by the student. Physical development, order, discipline, neatness and precision, are some of the benefits which the student derives from the instruction of this department, and will be of invaluable advantage to him in after life.

Freshman who, prior to their connection with the University, have served in the army or navy of the United States and been honorably discharged, may receive full credit for drill at the University without further military instruction.

No student is entitled to excuse from drill on the ground of employment unless such employment is necessary for his support. It is not the intention of the University to force students to drill when such action would practically compel the student to leave the University. On the other hand we can not permit students to engage in other occupations which are not necessary for their support and excuse them from drill on the ground that such employment occupies the drill hour. In such a case as that, drill should be regarded in the same way as any other study.

Drills will begin at the opening of the first semester and be held twice a week throughout the year.

The uniform of the regiment is similar to that worn by the soldiers of the war of 1861-65, viz.: dark blue blouse and trousers, leggings and McClellan cap. All male students attending any of the departments of Memorial are required to secure this uniform, and to wear it during attendance upon classes.

A complete uniform, that will be serviceable for the entire year, may be obtained at a cost of about \$10.00.

Students will be required to appear in uniform within thirty days after matriculating.

Military drill for one year, together with notes of the patriotic lectures, entitle students to one-half a semester credit.

First Year.

1. Setting up exercises.
2. School of the soldier. (a) Close order. (b) Extended order.
3. School of the Company. (a) Close order. (b) Extended order.
4. (a) Guard Duty. (b) Guard Mount.
5. School of the Battalion.
6. Practice Marches.

Second Year.

1. Setting up Exercises.
2. Company Movements.
3. Battalion Formation.
5. Evolutions of a Regiment.
6. Rifle Practice.
7. Guard Duty. (a) Guard Mount. (b) Outpost Duty.
8. Ceremonies. (a) Battalion parade. (b) Inspection.
9. Practice Marches. (a) Advance Guard. (b) Rear Guard.

Third Year.

1. Setting up Exercises.
2. Brigade Formation and Evolutions.
3. Division Formation and Evolutions.
4. Corps Formation and Evolutions.
5. Rifle Practice.
6. Practice Marches.
7. Ceremonies.

Fourth Year.

1. Setting up Exercises.
2. Art of War.
3. Attack and Defense.
4. Ceremonies.
5. Military History.
6. Military Hygiene.
7. Military Law.

THE NORMAL SCHOOL.

Memorial Normal School is in charge of an able and experienced public school man, whose thorough acquaintance with the public school system enables him to adapt our courses to the needs of that system. In these days a normal training is required of those who desire to teach in the public schools. School officials look for such persons when they want teachers. It is already extremely difficult and soon will be impossible for untrained men and women to secure positions. The State Normal departments are so overcrowded that instructors and students hardly come in contact. Our Normal Department has been popular from its inception, and is at this time better equipped than ever before.

The advanced work is pursued under the regular college instructors, but all the work in the department is under the supervision of the principal. Method, mind-study and child-study are emphasized throughout all the courses.

CONSPECTUS OF NOMAL COURSES.

First Year.

First Semester.

Arithmetic.
Geography,
Grammar.
Physiology.
Music.

Second Semester.

Arithmetic.
History.
Reading (3).
Writing (2).
Didactics (3).
School Law (2.)
Music.

Second Year.

Elementary Algebra.
Adv. Grammar and Composition.
Ancient History (4).
School Management (4).

Elementary Algebra.
Physiography.
Med. and Mod. History (4).
Psychology

Third Year.

Algebra.
Physics.
Civics.
Economics (4).

Algebra.
Physics
Eng. and Am. History (4).
Hist. of Education (4)

COMMERCIAL DEPARTMENT.

The best source from which to obtain a business education, or, for that matter, any sort of education, is a standard college of Liberal Arts. The atmosphere and associations of school are as important as the routine of study. No purely commercial school can surround students with the cultural influences that exist in the true college. This is recognized today by all educators and school patrons. Memorial University offers business courses with the advantages of the larger school life. Our Commercial students enjoy the privileges of a good library, an athletic association, good literary societies, university lectures, a full course of instruction in military science and tactics, and many other desirable features of college life.

Two courses are offered: A course in bookkeeping and a course in shorthand and typewriting. These may also be taken in a combined course.

Course of Bookkeeping.

Single and double entry bookkeeping, business and office forms and practice, business correspondence, business arithmetic, penmanship, grammar, punctuation and business composition, spelling and rapid calculation are included in this course. The watchword is "drill, drill, drill," in all the subjects offered. There is no substitute for hard practice. Tuition for this course, \$60, payable on entrance.

Stenography and Typewriting.

The Graham system is taught, it being considered the best in all respects. The rooms are equipped for work with crayon and pencil. The very best typewriters are used. A student graduates from the course when he reaches the required speed (120 words in shorthand and 50 words on the typewriter), whether this is accomplished in a shorter or longer time, not to exceed nine months for the stated tuition, which is \$60, payable on entrance.

Combined Course.

This is the ideal course, and we urge all Commercial students for their own best interests, to take the two courses in one. Tuition \$90.

DEPARTMENT OF ORATORY.

The work in this department supplements that of the college by giving to its pupils facility in using the powers developed by the college course. The department is in charge of a graduate of the department of oratory of Northwestern University, which is a guarantee of the character of the work. Two courses are offered—a diploma course and a post-graduate course. Tuition \$10 per term for half hour courses and \$13.50 for 45 minute courses.

Diploma Course.

Two Years.—Two private lessons per week. Class work in reading English Literature, and physical Culture.

First Year.—Private lessons as stated above. Class work in reading. Text, Cumnock's Choice Readings. Rhetoric, American Literature, Physical Culture.

Second Year.—Private lessons as stated above. Class work in critical reading. Classification of Old and New Testaments for purpose of reading. Study of Hymnology with special reference to closing melody of clauses and sentences, Shakespeare, Oratory, Debate, Toasts, Extemporaneous Speaking, English Literature, Physical Culture.

Post-Graduate Course.

A course of one year is offered to graduates of this school who may wish to prepare themselves more fully for the exacting demands of public reading or teaching.

All students of the Academy or College proper will be required to appear at public recitals or Literary Society work each semester, and a graduating recital is required of each pupil finishing the course.



SCHOOL OF MUSIC.

Classes will be organized in elements of vocal music, sight reading, and chorus work with no extra charges to the students of the University. This course will cover the elements of music, theory and advanced method, and those who may take the work will be allowed two credits per year.

This work is designed to aid those who desire to be familiar enough with music so as to be able to teach it in our public schools, as well as to have a general knowledge of elementary music.

Teachers with this training are in good demand.

First Semester—Elements of music, notation, theory, sight reading, ear training, written work.

Second Semester—The work of this semester is a continuation of the first semester's work. Sufficient skill should be acquired during this semester to enable students to read simple music at sight. Public school music will be considered also. Students expecting to teach will be benefitted by this semester's work.

Expenses.

A pertinent question for the prospective student is the cost of schooling. While we cannot tell the actual expense of a year in Memorial University, since so much depends on the individual, yet we present some general figures that will assist all. The cost depends on the course taken, the amount paid for board and room and many other considerations. Board and room in the city cost \$3.00 to \$4.50 per week, while at the halls it is expected the cost will be reduced under the club system.

A summary of possible expenses is here presented:

Board and room (36 weeks)	\$100.00 to \$144.00
Tuition (college, academy, normal)	40.00
Tuition (Commercial	60.00 to 90.00
Books, Etc.....	10.00 to 15.00
Library fee50
Laboratory Fees (\$1 per term)	4.00

For further and full information concerning courses of study, departments of the University, conditions for admission, general management, etc., send for catalogue or address the president.

SCHOLARSHIPS.

Scholarships have been established by different individuals and by the W. R. C. in the name of G. A. R. posts, or of Veterans of the Civil War, to aid the institution and also assist deserving descendants of veterans. A permanent scholarship is established by paying to the University the sum of one thousand dollars (\$1,000), the income from that amount only to be used.

Any descendant of a veteran designated by the donor of a scholarship will be received into the institution, and after one term's work, such as in the estimation of the faculty is perfectly satisfactory, he or she may receive tuition for as many years as the appointment is made. The faculty reserve the right to pass on the merits and qualifications of those who are appointed for the benefits of these scholarships. This is done so that only those who are industrious and worthy may receive such assistance.

Those desirous of enjoying the benefits of a scholarship should send their name, age, school grade and father's or grandfather's record of service in the Civil War to the Department Commander of the G. A. R., or President of the W. R. C., or Ladies of the G. A. R., or Commander of Sons of Veterans, for endorsement and recommendation. If the Department scholarship has been disposed of, then the department officer may refer the applicant to some Post, Corps, Circle, or Camp.

Permanent Scholarships.

Charles H. Huntley Corps, No. 72, of the Woman's Relief Corps, in the name of Charles H. Huntley Post, No. 42, Mason City	\$1,000
(Hon. Geo. W. Brett and Hon. Jas. E. Blythe contributed \$500 each to this fund.)	
H. H. Markley Scholarship	1,000
H. A. Merrill Scholarship	1,000
Mrs. Mary A. Emsley Scholarship	1,000
A. H. Gale Scholarship	1,000
W. E. Brice Scholarship	1,000
Francis McMullins Scholarship	1,000
William Brett Scholarship ..	1,000

Yearly scholarships of fifty dollars each are of great advantage to the many worthy applicants requiring assistance.

University Scholarships.

Each department of the G. A. R., the W. R. C., the Ladies of the G. A. R., and division of Sons of Veterans, has been assigned a scholarship for the benefit of a worthy descendant of some soldier, sailor or marine of the Civil War. By this method the majority of the states have four scholarships. The heads of those departments are urged to fill these appointments each year.

Information concerning the assignment of these scholarships can be obtained upon application to the president of the University.

Support.—At the present time the institution is wholly dependent upon voluntary contributions from its founders, and the friends of education and of patriotic instruction. At the National Encampment of the Sons of Veterans held in Dayton, O., in Aug. 1907, \$1,000 was appropriated from the National treasury, and the S. V. Auxiliary appropriated \$300 for the current year. The allied patriotic orders have been loyal in assisting the Sons of Veterans in erecting and maintaining this noble and unique monument. In the lead of all is the Woman's Relief Corps, and following closely in proportion to numerical strength, the Ladies of the G. A. R. have assisted with generous offerings.

Needs.—Like all young and growing educational institutions, its needs are legion. Specifically, and of first importance, is a Ladies Hall. Material worth about \$30,000 has been offered by a lady of Iowa, for a \$50,000 Ladies Hall, capable of accommodating two hundred students. This building would be more than self-supporting, and enable us to conduct the department of Domestic Science and furnish meals to the male students.

The library is likewise worthy of attention. Owing to the nature of the instruction offered in the College of American History, works in history, biography, government, political science, etc., are in great demand by the students for reference. The following blank properly filled in, and attached to the fly leaf of a volume, is an appropriate reminder, to every student that opens the book, of the sacrifices which were necessary in order that they might enjoy the blessings of the United States. These blanks will be furnished on application.

PRESENTED TO

Memorial University Library

—FOR—

Comrade-----

Co.-----Regt.-----State-----

In memory of battle of-----

Another serious requirement is apparatus and material for the physical, chemical and electrical laboratories. Information will gladly be furnished to any one desirous of assisting in any of these or in other, departments of Memorial.

Another pleasing memorial is the nickle plate tablet, properly inciribed, and fastened on the back of each opera chair in the chapel. A few chairs are as yet unnamed and may be secured at the uniform rate of \$5 each.

John W. Muse,
Sargeant
Co. A. 93 Illinois
Infantry.

Send the name and record, with remittance, and a tablet similar to the above will be placed on a chair.

MAINTENANCE PLEDGE.

Memorial University, located at Mason City, Iowa, was founded by the Sons of Veterans of the United States, and dedicated to the Grand Army of the Republic.

To aid in upbuilding and maintaining this living and growing monument to the patriotic men and women of Civil War times, I agree to pay to said University the sum ofDollars. (\$.....) on theday of 190...., and annually thereafter for a period ofyears.

Signed

Town State

Date 190....

REPORT OF NATIONAL COMMITTEE, WOMAN'S RELIEF CORPS.

The following report submitted by the committee to the 25th National Convention of the W. R. C. held in Saratoga Springs, Sept. 12, 13, 1907, speaks for itself.

As a judgment from an unprejudiced source, it is most convincing.

Tampa, Fla., Nov. 10, 1906.

Mrs. Carrie R. Sparklin,

National President Woman's Relief Corps, St Louis, Mo.

Dear Madam: By vote of the Twenty-Fourth Annual Convention of the National Woman's Relief Corps, the outgoing President, Mrs. Abbie A. Adams, was directed to appoint a committee to visit Memorial University at Mason City, Iowa, to investigate its history, its present condition, and its seeming prospects. Said committee to report to Carrie R. Sparklin, the incoming National President. Mary L. Carr, of Longmont, Col.; Orpha D. Bruce, of Tampa, Fla.; and Mary S. Starkweather of Minneapolis, Minn., were named as said committee. Mrs. Carr being unable to go the other members of the committee, Mrs. Bruce and Mrs. Starkweather went to Mason City on the 29th day of August, 1906. and remained three days, making the most minute and searching investigation of local conditions possible.

We closely examined the books of the University, its records, the building and grounds. We personally interviewed citizens of Mason City, it's mayor, clerk, and other city and county officials, bankers, merchants, members and officers of the local Grand Army Post, members of the local Corps, pupils of the University, their parents and teachers, and finally the Regents and Acting president of the University. The investigation was painstaking and as complete as care could make it. We obtained the complete file of the reports of the National Commandery of the Sons of Veterans, and traced the history of the Memorial University from the inception of the idea till the present day. We had personal interviews with members of the original committee appointed by the Commander of the Sons of Veterans, with prominent Grand Army men who had made a careful study of the whole matter, and an extended correspondence with men and women of the Allied Orders, who were conversant with the history and conditions of the University, together with the examina-

tion of the Records of the Board of Regents from the first meeting to the one held in August of the current year. From those sources we learn that ever since the founding of the Order of the Sons of Veterans, there has been more or less attention paid by them to the teaching of American History in the schools.. They have also been interested in erecting some sort of proper monument to the heroic men and women of the Civil War. Various plans were suggested in the earlier days of their organization, but not until 1897 was there anything definite placed before them. At the Sixteenth Annual Encampment of the National Commandery-in-Chief, S. of V., A. L. Sortor, of Iowa, suggested the appointment of "A Committee of five to investigate the advisability of establishing a Military College as a memorial to the soldiers and members of the G. A. R. and, if possible, to report some feasible plan to the next Annual Encampment; said committee to act without salary or perquisites." A motion to this effect was put and carried, and the acting Commander-in-Chief, James L. Rake, suggested that the appointment of the committee be left with the incoming Commander-in-Chief. (Page 210, Journal of Proceedings, S. of V. 1897.

Mr. Charles K. Darling, the incoming Commander-in-Chief, appointed the following committee. A. L. Sortor, of Iowa, George E. Cox, Connecticut, Manly Wren, Mo., H. C. Bixby, Vermont, R. M. Buckley, Ky. Owing to the absence at the Spanish-American War of most of this committee, no report was made at the Seventeenth Annual Encampment, held at Omaha, Neb., in 1898; but at the Eighteenth Encampment held in Detroit, Sept. 1899, the Commander-in-Chief, Frank L. Shepard, in his annual address, recommended that the committee's report be now received, (page 11.) The committee then made a full report of their investigations and labor. (page 105.) Among other things they reported that they had circulated among the various divisions the following question: "Would you favor the founding of a Military College by the Sons of Veterans, U. S. A. as a memorial to the soldiers of the Union Army of the Civil War, **provided it was amply endowed and properly managed?**" The report is quite extensive and was enthusiastically received. The Commander-in-Chief appointed the following committee: "A. L. Sortor, Senior-Vice Commander-in-Chief, chairman, E. E. Cowdin, of Michigan, George E. Cox, of Connecticut, William T. Church, of Illinois, W. A. Morris of South Dakota", who should receive propositions from localities desiring to secure the location of this Institution, and to circulate conditional pledges for financial support. "Pledges being made payable to the Quarter-Master General of the Order on Oct.

1st, 1900,—provided a sufficient sum is pledged to warrant proceeding with the work.”

The report further suggested that the college should be “under a Board of Regents,” one to be appointed by the Governor of the state in which it was located, one to be the Commander-in-Chief of the Sons of Veterans and the other three to be chosen by ballot at the Annual Encampment. The committee received a proposition from Daniel Butterfield to locate the institution in Utica, N. Y., one from G. B. Halstead at Lake Minnetonka, Minn., one from Silas Dewey Drake, at Plainfield, N. J., one from Frank Hume, at Washington, D. C., and one from the Citizens of Mason City, Iowa.

At the Nineteenth National Encampment, held at Syracuse, N. Y. all these invitations were duly considered. The proposition to locate at Washington was endorsed by many of the most influential men of the city and district; but Mason City had the most definite proposition; maps to show their central location in the United States; absolute and specific plans, and assurances of financial aid, and the guaranteed promise that if the National Encampment would locate the Military College at Mason City, they would be given forty acres of land free of encumbrance, and a building of granite, specimens of which were submitted, to be built after the plans and specifications shown at the encampment. After lengthy debate and a thorough understanding of the matter, the National Encampment voted to locate at Mason City. This decision was reached by a vote of one hundred and forty-three for Mason City, with ten opposed. Seven of the ten dissenting votes withdrew their opposition and promised their hearty support for the enterprise. The committee who had had the matter in charge, were elected unanimously to be the Board of Regents and three of them still continue to serve in that capacity. (Your committee have been thus explicit in reporting the location at Mason City because the opposition to helping the University lays stress upon it's being ‘an Iowa Institution.’ We find that Mason City fulfilled her promise to the letter and presented the Sons of Veterans with a beautiful building, well equipped, and it gives us great pleasure to assure you that it is in every way well fitted for the purpose for which it was erected.

We met students who had attended it's classes since the school opened. Two young ladies who had left the school in June of the current year were admitted to the Senior year in the State University of Iowa, on merit. Of the forty students in the Normal class, thirty-six stood at the head of the long line of Teachers who the County Superintendent examined for honors. We were told by the

County Superintendent that the students at Memorial University were better grounded and more thorough than in any other school in the state. He said they did the work diligently and faithfully, explaining this fact by saying that as they were largely boys and girls from the more remote **Agricultural districts, sons and daughters of poor soldiers who would not otherwise be sent to school**, they were ambitious and more diligent than more favored youth who live near high schools and Universities and are familiar from childhood with opportunities for education. This statement was confirmed by a former teacher in Memorial University who said: "Just as Methodists send to Methodist schools, and Presbyterians to a Presbyterian University, so Veterans, farmers mostly, whose long, hard life, does not permit of much leisure for study, send their children to this school firm in the hope that they will be benefitted by a living monument."

We found that in the four years of its scholastic life the University had cared for more than eight hundred students. Although we hunted diligently, we could not find a single parent who had a particle of fault to find with either the training, or the methods of instruction. On the contrary, they were loud in praise of the school and its teachers. One fact that greatly impressed your committee was that the same persons who were identified with this school in its infancy, are still its ardent adherents. We met an old lady, a widow of a fairly well-to-do soldier, who said; "My husband left me money enough to put up a monument to his memory, and I had set aside three thousand dollars for that purpose. I live near this school and after I had inquired all about a stone monument, I concluded that to educate children was as great a monument as any may need, and so I have three life scholarships for poor boys who could not otherwise be educated." We met old soldiers who told us that they had put a scholarship for some poor son, or daughter, of a veteran in the will they made; and we were told of an old bachelor who after going over the school and seeing the class of young men and women who were being benefitted by it, had changed his will to endow so good and great an institution. In fact, we found that **where the school and its work were known**, there was nothing but praise and admiration; and that criticism and fault-finding increased in direct ratio with ignorance of the school, and what it sought to do and to perpetuate.

We found that in the Grand Army there had been a sufficiently firm foothold gained by those who opposed the idea of aiding the Institution, that a committee similar to the one upon which we now serve was appointed by the Commander-in-Chief, and that they made

a comprehensive report at the National Encampment at San Francisco, 1905. This committee was appointed by Thomas J. Stewart and their report appears on page 193 of the Journal of Proceedings of the Thirty-Seventh National Encampment. While the Memorial University is an institution founded and governed by the Sons of the Veterans and to those belong the honor of this movement; we would respectfully submit, that the financial embarrassments that now beset it, can hardly be blamed upon that organization. Until very lately their responsibility has not been pressed home upon them with any degree of force and the mistaken hope of the founders that the movement was so magnificent and imposing as to compel not only the admiration, but the ready financial support of every patriotic citizen has been slow of realization.

Your committee are, however, credibly informed that at the last National Convention S. of V. the financial straits of this great and good Memorial were laid fully before the order, and that they will soon take up the work of caring for it in a manner more befitting their dignity, the sacred nature of the task that is theirs, and the memory of the heroic men whose memorial this is.

While the financial condition of the University is somewhat strained, there is by no means any embarrassment that would cripple it. A debt of thirty thousand dollars has accumulated. Ten thousand of this is indebtedness to men who put both time and money into the University, but who are quite willing to await the payment until the University is above want and free from pressing needs. Twenty thousand is off-set by an asset of village lots that are now on sale in the market at five hundred dollars per lot. The current expenses of the University must however be met, and the question that confronts us is plainly whether we desire to continue to help the Sons of Veterans in this noble undertaking.

Your committee would respectfully recommend a consultation between the President of the Board of Regents, the Commander-in-Chief of the Sons of Veterans and the National President of the Relief Corps, or some one delegated by her in the hope that plans may be matured, which will bring about a more certain solution of a difficult condition.

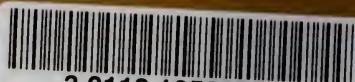
Respectfully submitted in F. C. & L.,

Orpha D. Bruce,

(Signed)

National Senior Vice President, W. R. C.

Mary L. Starkweather.



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